

## H. Evaluation of School Curriculum

### 1. Context Evaluation

Questions	How to Answer the Questions	Resources
1. What are the values, goals, and beliefs that drive the curriculum?	Determining the intrinsic value of the curriculum content is difficult to process precisely, partly because there are subject areas in the curriculum whose underlying principles are not carefully formulated.	1. School mission statement 2. School/district curriculum guide
<b>Questions of Instrumental Value:</b> 2.1. What is the curriculum good for, and who is its intended audience? 2.2. Will what is planned in the curriculum be attained, to what extent, and by which students?	Evaluation efforts should identify the types of students who are likely to benefit the most from the curriculum being planned.  Compare the courses/content available to students in "advanced," "average," and "remedial" courses of study.	1. <i>Curriculum for a New Millennium</i> (Longstreet, 1993) 2. Course syllabus 3. Textbook content, charts 4. Special project objectives 5. Enrollment figures by class/course of study/grade
3. How will the philosophical or psychological orientation of the curriculum be maintained, given the suggested contents, materials, activities, and methods?	Establish and maintain communication that informs those affected of the maintenance of orientation	1. Memos to staff 2. Shared meeting minutes, decisions, and issues 3. Brief information meetings 4. Survey of practices and procedures, i.e., paper audit and questionnaire

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4. What curricula are planned for college-bound students? job market students?	Within and among courses of study, monitor consistency and access	<ol style="list-style-type: none"> <li>1. Review scheduling to determine course activity conflicts</li> <li>2. Survey of students, parents, and faculty to inform process</li> </ol>
5. Is the new program better than the one it is supposed to replace?	<p>This question needs to be considered in more than just student achievement terms. The two programs need to be compared in</p> <ol style="list-style-type: none"> <li>a. ease of delivery, cost, demand on resources</li> <li>b. role in the existing school organization</li> <li>c. responsiveness to expectations of the community</li> </ol>	<ol style="list-style-type: none"> <li>1. District/school budgets past and projected</li> <li>2. Community forum and information meetings</li> </ol>
<p>6. The question of idealization value is concerned with determining not only whether what was planned actually happened, but also in engaging in actions that will furnish data that can help them decide how to make the program the best possible.</p> <p>6.1. Is the program working?</p> <p>6.2. Are there alternative ways to make the program even better?</p>	<p>This question requires continued action throughout the delivery of the new program. Educators must constantly ask themselves how they might fine tune the program's content, materials, methods, and so on, so that students can derive optimal benefits from experiencing it.</p>	<ol style="list-style-type: none"> <li>1. Use input from surveys to improve quality of process and outcomes</li> <li>2. Use collected district test information</li> <li>3. Check time line of original plan</li> <li>4. Review suggestions made at meetings, received on surveys and questionnaires, and current research</li> </ol>

Questions	How to Answer the Questions	Resources
<p>7. The question of decision value is addressed through the previous evaluation questions.</p> <p>7.1. Is the content of the curriculum appropriate for these students?</p>	<p>Determine the "fit" or relevance of curriculum content to current students so that improvements can be made as necessary to best serve students and community</p>	<ol style="list-style-type: none"> <li>1. Use school/-district grade reports by subject area; check for significant differences among males, females, ethnic groups, socio-economic status, and among and within courses of study (college bound, technical, etc.) or grade level</li> <li>2. Use cumulative and subject area standardized test scores to check for significant differences among males, females, ethnic groups, socio-economic status, and among and within courses of study (college bound, technical, etc.) or grade level</li> <li>3. Survey of practice and procedures (paper audit and questionnaire)</li> </ol>
		<ol style="list-style-type: none"> <li>4. Student and parent questionnaires responding to questions of relevance and fit</li> </ol>

Questions	How to Answer the Questions	Resources
8. Is the curriculum content appropriate for this organization?	Determine the degree to which stated goals and objectives are being met by subject area and grade according to school/district development and implementation plans for curriculum content.	<ol style="list-style-type: none"> <li>1. School/district curriculum content development/ implementation plans</li> <li>2. Implementation reports from subject and grade level meetings</li> <li>3. Faculty/staff survey of practice and procedure, i.e., paper audit and questions</li> </ol>
<ol style="list-style-type: none"> <li>9.1. Is the curriculum content appropriate for the available resources?</li> <li>9.2. Are weaknesses addressed and strengths reinforced in the curriculum content?</li> </ol>	The evaluator and the curriculum decision maker should now have evidence documented in such a manner that they can decide whether to retain, modify, or discard the new program. Decisions have consequence, however. The question of decision value keeps the curriculum evaluator cognizant that the value of the decision or decisions made needs to be assessed as the curriculum is delivered in the school classroom.	<ol style="list-style-type: none"> <li>1. Review of materials, information collected, and questions answered for Questions 1 through 8.</li> <li>2. Input from curriculum content review panel</li> </ol>

<b>Questions</b>	<b>How to Answer the Questions</b>	<b>Resources</b>
10. What persons or groups are likely to help or hinder curriculum content implementation?	Obtain a reading of the community, noting the key players	<ol style="list-style-type: none"> <li>1. Interviews with faculty and staff</li> <li>2. Editorials in local paper</li> <li>3. Calls and letters to the school/district in support of or in opposition to programs and projects</li> </ol>
11. What were the reasons for changes in the former curriculum content?	Determine the history of past curricular activity and content	<ol style="list-style-type: none"> <li>1. Minutes from previous curriculum committees</li> <li>2. Descriptions of purpose and mission of previous curricula</li> </ol>
12. What facilities are available?	Get some indication of the physical facilities available and necessary for enactment of the curriculum	<ol style="list-style-type: none"> <li>1. Discussions with administrative staff</li> </ol>
13.1. Which individuals or groups in the school/district are opposed to the curriculum content? 13.2. Are there individuals or groups in the school/district who strongly approve of the curriculum content?	Judge the pressures for actions, both for and against, generated from within and without the community and school district	<ol style="list-style-type: none"> <li>1. Interviews with faculty and staff</li> <li>2. Editorials in local paper</li> <li>3. Calls and letters to the school/district in support of or in opposition to programs and projects</li> </ol>
14.1. Are additional funds needed to implement the curriculum content? 14.2. What are possible sources for additional funds?	Determine the budget needed and the budget allocated	<ol style="list-style-type: none"> <li>1. School budget</li> </ol>

Questions	How to Answer the Questions	Resources
15.1. What are the community expectations in terms of student outcomes? 15.2. What are the school expectations in terms of student outcomes?	Determine what performance outcomes are important for the school and community	1. The school mission statement 2. Student handbook 3. School goals and governing board policy
16.1. What are teachers' expected outcomes from the curriculum content evaluation? 16.2. What are administrators' expected outcomes from the curriculum content evaluation? 16.3. What do other stakeholders expect from the curriculum content evaluation? 16.4. What are the intended uses of the curriculum content evaluation results -by teachers? -by administrators? -by other stakeholders?	Get a fix on the perceptions, expectations, and judgments of teachers and administrators; what they expect out of the evaluation; and how they intend to use it	1. Questionnaires could be distributed to the various audiences to seek their input

## 2. Input Evaluation

Questions	How to Answer the Questions	Resources
1. Are the objectives stated clearly?	Similar definition and understanding of curriculum content by all affected stakeholders is important to implementation	1. Listing and description of curriculum content 2. Faculty/staff questionnaire related to curriculum content 3. Student/parent questionnaire questions related to curricular content 4. Implementation reports from subject and grade level meetings

Questions	How to Answer the Questions	Resources
2. Are the objectives congruent with the goals of the school?	Assure congruence of stated objectives and goals of individual programs, subjects, and grade levels with the objectives and goals of the school or district	<ol style="list-style-type: none"> <li>1. School mission statement</li> <li>2. Curriculum guide (statements of content and guidelines)</li> <li>3. Course, subject, grade level guidelines</li> </ol>
3. Is the content congruent with the goals and objectives of the program?	Assure the adherence of the written goals and objectives in implementation and procedures	<ol style="list-style-type: none"> <li>1. Compare statements of content with faculty/staff survey of practice questions relating to procedures</li> <li>2. Compare statements of content with student survey questions relating to procedures</li> </ol>

Questions	How to Answer the Questions	Resources
4. Are the instructional strategies appropriate?	Various instructional strategies may be appropriate for different learning experiences and activities. Determining which works best requires that a repertoire of strategies be available as tools for instruction.	<ol style="list-style-type: none"> <li>1. Student outcomes data (local test scores, criterion-referenced test scores, etc.)</li> <li>2. Description of techniques used for instruction at various grade levels, subjects, or courses</li> <li>3. Requests by instructors for special training or additional development activities relative to instructional strategies and/or learning styles</li> </ol>
5. Do other strategies exist that can also help meet the objectives?	Keeping current with best practice and sharing information about what works best in which situations can provide cooperative interaction among faculty, staff	<ol style="list-style-type: none"> <li>1. Review professional education publications</li> <li>2. Attend conferences and seminars presenting promising practice</li> <li>3. Brief informational meetings</li> </ol>



Questions	How to Answer the Questions	Resources
<p>6. What is the basis for believing that using these contents and these instructional strategies will enable educators to successfully attain their objectives?</p>	<p>Assure that rationale for selecting curriculum content delivery strategies reasonably addresses reaching goals set</p>	<ol style="list-style-type: none"> <li>1. Review curriculum guideline documents</li> <li>2. Review school district mission statement</li> <li>3. Review material related to the development of the current curriculum and its content</li> </ol>
<p>7. Are written curriculum content guidelines congruent with district, regional, state, and other curriculum mandates?</p>	<p>Assure that all curriculum content guidelines and mandates are met</p>	<ol style="list-style-type: none"> <li>1. Compare school/district curriculum content guidelines with district, regional, state, and other curriculum guidelines and mandates</li> </ol>

### 3. Process Evaluation

Questions	How to Answer the Questions	Resources
1.1. What are potential sources of failure? 1.2. Have materials been properly distributed? 1.3. Has inservice been conducted to insure consistency of implementation?	Assure that all required and supplemental materials are issued or available for use  Assure that all affected parties have been instructed as to the purposes and procedures	1. Check inservice offerings and attendance records 2. Check agendas of public meetings 3. Monitor materials available through subject/grade level reports and meeting minutes
2. Has attention been paid to logistics of the entire operation?	Assure that materials and personnel have been assigned appropriately  Determine the extent to which content furnished is consistent with planned curriculum content	1. Faculty/staff survey of practice and procedure 2. Monitor logistical concerns through subject/grade level reports and meeting minutes
3. Is there a process for continued communication among all affected parties?		1. Review informational meeting schedule 2. Determine the degree to which information is shared through interviews with faculty/staff, students, and parents 3. Monitor through school reports to the community

Questions	How to Answer the Questions	Resources
4.1. What particular content has been selected? 4.2. Have instructional strategies been selected or determined? 4.3. Have innovated procedures been identified?	Assure that recommended strategies are based in best practice and known by instructors	1. Check inservice offerings and attendance 2. Monitor requests by instructors for special training or additional development activities relative to instructional strategies and/or learning styles

#### 4. Product Evaluation

Questions	How to Answer the Questions	Resources
1. To what extent are the curriculum objectives being met?	Student test scores  Compare with guidelines/standards of professional groups	Standardized test scores, student GPAs, report cards
2. What is the evidence of student academic success?	Student test scores and examination of portfolios	See above